DOCUMENT RESUME

ED 375 308 CE 067 476

TITLE	School-to-Work Transition Programs. Report of the Department of Education to the Governor and the General Assembly of Virginia. Senate Document No. 7.
INSTITUTION	Virginia State Dept. of Education, Richmond.
SPONS AGENCY	Virginia State General Assembly, Richmond.
PUB DATE	94
NOTE	78p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Agency Cooperation; *Educational Practices; *Education Work Relationship; Participant Characteristics; Postsecondary Education; Program Content; *Program Development; Records (Forms); Secondary Education; State Surveys; *Statewide Planning; Systems Approach; Teamwork; *Transitional Programs; *Vocational Education
IDENTIFIERS	*Virginia

ABSTRACT

A team of representatives of Virginia state agencies involved in career preparation and employment examined the development and establishment of school-to-work transition (SWT) programs in Virginia. The team conducted a literature review and analyzed 42 selected state programs. The 16 school-based programs primarily provided classroom instruction and simulated work experiences, whereas the 26 work-based programs provided the additional activities of job shadowing and short-term job tryouts. Only 17 programs were directed primarily toward special populations, including dropout, at-risk, and economically disadvantaged trainees. The following were deemed components of "promising" SWT programs: integration of work-based, school-based, and academic and occupational learning; linkage of secondary and postsecondary education; hands-on learning; measures connecting school and work curricula; diverse approaches to meeting local needs; and program designs including local employers as partners in the educational process. It was recommended that the Workforce Leadership Council appoint a team to plan the development of a statewide SWT system that would include career preparation services for all students. (The bibliography lists 30 references. Appended are the following: Virginia Senate resolution regarding SWT programs, glossary, and SWT program review guide form and matrix.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CE

ED 375 308

REPORT OF THE
DEPARTMENT OF EDUCATION

School-to-Work Transition Programs

TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA

SENATE DOCUMENT NO. 7

COMMONWEALTH OF VIRGINIA
RICHMOND
1994

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J E Fondriat

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CE067476

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P. O. BOX 2120
RICHMOND 23216-2120

JOSEPH A. SPAGNOLO JR., Ed.D.
Superintendent of Public Instruction

December 1, 1993

The Honorable L. Douglas Wilder
Governor of Virginia, and
The General Assembly of Virginia
3rd Floor, State Capital
Richmond, Virginia 23219

Dear Governor Wilder and Members of the General Assembly:

The report transmitted herewith is pursuant to Senate Joint Resolution 183 of the 1993 General Assembly of Virginia. This resolution requested the Department of Education to assemble a team to include the Department of Labor and Industry and the Department of Rehabilitative Services, to examine the development and establishment of school-to-work transition programs, and to report findings and recommendations of the team to the 1994 session of the General Assembly.

Respectfully submitted,

Joseph A. Spagnolo, Jr.

Joseph A. Spagnolo, Jr.
Superintendent of Public Instruction

JASJr/jf

PREFACE

This "School-to-Work Transition Programs" study was conducted in response to Senate Joint Resolution (SJR) No. 183, "Requesting the Department of Education, in conjunction with the Virginia Community College System and the Departments of Labor and Industry and Rehabilitative Services, to examine the development and establishment of school-to-work transition programs in the Commonwealth."

Dr. Kay Brown and Dr. Sharon deFur, Division of Adolescent Education, Department of Education, served as leaders of the inter-agency study team. Dr. Ned K. Swartz, who is responsible for the Tech Prep Program statewide, represented the Virginia Community College System. Dr. Thomas Butler, Assistant Commissioner, was the designated team member from the Department of Labor and Industry, and Kathy Trossi and David Horvath represented the Department of Rehabilitative Services.

The following additional state agencies were represented on the team, as evidenced by the list of team members provided on page vi: State Council of Higher Education, Old Dominion University, Norfolk State University, Virginia State University, and the Governor's Employment and Training Department.

The primary agencies involved in this study acknowledge with grateful appreciation the invaluable contributions of the other agencies who joined so willingly in the effort and worked so diligently and cooperatively toward accomplishment of project goals. One of the greatest benefits of this effort was the inter-agency cooperation and agreement on vision, basic beliefs, and recommendations. A number of team members have expressed interest in continuing to work on the school-to-work transition initiative.

TABLE OF CONTENTS

page

Preface i
A Vision for Virginia iv
Executive Summary v
Team Members vi
Abstracts of Appendices viii

CHAPTER I. INTRODUCTION 1

Objectives of the Study
Need for the Study: Why School-to-Work Transition?
Review of Related Literature
Definition
National Impetus for School-to-Work Transition
State Impetus for School-to-Work Transition
Sample Programs
School-Based Models
Work-Based Models
Linkages and Support Services
Summary

CHAPTER II. PROCEDURES AND PROGRAM REVIEWS 13

Procedures Involved in the Study
Analysis of Programs in Virginia
Profile of Promising Programs
Summary

CHAPTER III. RECOMMENDATIONS 17

Basic Beliefs
The Vision and Its Components
Recommendations for a Comprehensive School-to-Work Transition System
Recommendation # 1: The Planning Team
Recommendation # 2: Development of a Transition System for the Commonwealth
Recommendation # 3: Integration of the State System with the National School-to-Work Opportunities Act of 1993

Summary

BIBLIOGRAPHY 22

APPENDICES

Appendix A.	House Joint Resolution No. 183	A-1
Appendix B.	Key Terms	B-1
Appendix C.	School-to-Work Programs Review Guide and Matrix	C-1

A VISION FOR VIRGINIA

Based on beliefs identified in Chapter III, team members of Senate Joint Resolution No. 183 envision a Virginia which provides a coordinated and comprehensive school-to-work system for all students, embraces and accommodates diversity, offers a continuum of career preparation services with multiple entry and exit points, and allows students as citizens to take full advantage of the economic opportunities of the Commonwealth.

EXECUTIVE SUMMARY

The objectives of the study conducted to implement Senate Joint Resolution No. 183 were formulated as follows in response to the concerns and direction expressed in the resolution (Appendix A): (1) To assemble a team including the Department of Education, the Virginia Community College System, the Virginia Department of Labor and Industry, and the Virginia Department of Rehabilitative Services; (2) to examine the development and establishment of school-to-work transition programs within the Commonwealth; and (3) to prepare this report, including study findings and recommendations for future program establishment and development. A variety of state agencies, in addition to those names in SJR 183, participated in the study. Inter-agency agreement was achieved concerning basic beliefs, a vision statement, and recommendations for next steps in developing a school-to-work transition system.

The current national and state emphasis on school-to-work transition is a result of rapidly changing technology, international competition, and the decreasing number of jobs available due to organizational restructuring and economic problems. In addition, many students lack the advanced skills sought by employers, who can be very selective in the employment process. The United States and a number of other countries do not have a system for transition of youth from school to work. Efforts to alleviate the problems created by lack of such a system are in progress nationally and internationally. College graduates and experienced adult workers, as well as high school students, need such a system to develop career coping skills for a lifetime.

Study procedures included a review of related literature, definitions of key terms associated with the transition initiative, analysis of selected state programs by team members (a total of 42), development of a matrix to summarize program study results, and formulation of recommendations. Sub-teams were established to define terms; to develop the vision statement; and to formulate recommendations, including suggestions for the development of "youth work learning centers," as described in The Virginia Plan for Strengthening the Commonwealth's 21st Century Workforce (1991). Emphasized in the literature were the three elements that must be present in effective school-to-work programs, school-based learning, work-based learning, and connecting activities. Most of the programs studied lack one or more of these elements.

Recommendations included the following: (1) appointment of an team by the Workforce Leadership Council to plan the development of a statewide school-to-work transition system, (2) the actual development of this system to include career preparation services for all students, and (3) integration of state system development with the national School-to-Work Opportunities Act of 1993.

TEAM MEMBERS

SCHOOL-TO-WORK TRANSITION
RFP 93-14, SJR NO. 183

Team Leaders: Dr. Kay Brown, DOE
Dr. Sharon DeFur, DOE

Department of Education
P. O. Box 2120
Richmond, VA 23215-2120

Dr. Glenn Anderson
Agricultural Education
Adolescent Education

William Asher
Employment Training
Program Support

Dr. Don Ayers
Secondary Education
Adolescent Education

Roy Carter
Trade & Industrial Education
Adolescent Education

Vanessa Crozier
Driver Education
Adolescent Education

James A. Gray, Jr.
Principal Specialist
Adolescent Education

Kelvin Harris
Employment Training
Program Support

Dr. Margaret Kirby
Business & Marketing Education
Adolescent Education

George McCullen
Veterans Education
Program Support

Beverly Thurston
Early Childhood Education

Rodney Williams
Occupation Transition
Adolescent Education

Richard Reardon
Occupational Transition
Specialist
Dayton Learning Center
P. O. Box 10
Dayton, VA 22821

Virginia Community College System

Dr. Ned K. Swartz
Technical Education
James Monroe Building
101 North 14th Street
Richmond, VA 23219

Department of Rehabilitative Services

Amy Griffith
PERT Program
Box 350
Fishersville, VA 22939

David Horvath
4901 Fitzhugh Avenue
P. O. Box 11045
Richmond, VA 23230-1045

Kathy Trossi
4901 Fitzhugh Avenue
P. O. Box 11045
Richmond, VA 23230-1045

State Council of Higher Education

Dr. Genene Pavlidis
James Monroe Building
101 North 14th Street
Richmond, VA 23219

Norfolk State University

Dr. Amelia Adams
1024 Gates Ave., #5D
Norfolk, VA 23507

Old Dominion University

David Netherton
School of Education
Old Dominion University
Norfolk, VA 23508

Virginia State University

Dr. Vernon Clark
Virginia State University
P. O. Box 9401
Petersburg, VA 23806

Front Royal/Warren County

Dr. Gerald Carson
115 West Stonewall Drive
Front Royal, VA 22630

Governor's Employment and Training Department

Raymond Cousins
Commonwealth Building
4615 West Broad Street
Richmond, VA 23230

Mary Stinson
Commonwealth Building
4615 West Broad Street
Richmond, VA 23230

ABSTRACTS OF APPENDICES

There are three appendices included in this final report of SJR 183:

Appendix A. **Senate Joint Resolution No. 183**

Appendix A contains a copy of SJR 183, the General Assembly resolution authorizing this study.

Appendix B. **Key Terms Associated with School-to-Work Transition Programs**

Appendix B is a glossary of terminology used in school-to-work transition programming and professional work.

Appendix C. **School-to-Work Transition Programs Review Guide Form and Matrix**

Appendix C includes both the form used to gather program data and a matrix of information obtained from the 42 programs studied. The matrix includes the review factors from the form, such as program title, population served, description, pre-requisites, student selection process, and service providers.

CHAPTER I. INTRODUCTION

Concerns expressed in Senate Joint Resolution No. 183 (Appendix A), introduced by Senator Yvonne Miller of Norfolk, may be summarized as follows:

- The neglect of the educational and career preparation needs of the majority of students in the American public school system who are identified as "non-college-bound" or seeking immediate employment rather than continuing education
- The need to establish high educational and productivity standards for students as future workers to prepare them for global competition
- The need to develop programs that "bridge the gap" between school and work--programs such as mentorships and apprenticeships as practiced in certain European countries
- The need to expand business/education partnerships that promote development of advanced educational and technical skills and ease the transition from school to the workplace
- The importance of vocational and workforce training as components of the mission of public schools, community colleges, and senior institutions of higher education, including meeting the educational needs of students entering the workforce immediately as well as those pursuing higher education
- The value of establishing school-to-work linkages that combine the resources of public education, community colleges, labor, rehabilitative agencies, and business and industry to (1) improve employment and guidance services, (2) expand the educational achievements of students nearing entry into the workforce, and (3) implement "effective training of an adaptable, literate workforce in the Commonwealth"

Objectives of the Study

The objectives of the study conducted to implement Senate Joint Resolution No. 183 were formulated as follows in response to the concerns and direction expressed in the resolution:

1. To assemble a team including the Virginia Department of Education, the Virginia Community College System, the

Virginia Department of Labor and Industry, and the Virginia Department of Rehabilitative Services;

2. To examine the development and establishment of school-to-work transition programs within the Commonwealth that include, but are not limited to, the following:

   a. determination of appropriate means for early identification and training of "non-college-bound students"

   b. consideration of current initiatives in Virginia and other states, such as Tech Prep, mentorships, apprenticeships, and programs that accommodate the employment and training needs of persons with disabilities; and

3. To prepare a report that includes the study findings and recommendations for future program establishment and development.

Need for the Study: Why School-to-Work Transition?

Today, rapid changes in technology, increasing global competition, decreasing numbers of jobs resulting from organizational downsizing, firms that require flexible operations and workers, and industry requirements for high-level technical skills have made it imperative that schools work with potential employers to prepare students for their roles in the ever-changing workplace. Now, as never before, the ability to apply, transfer, and use skills in varied settings is a key to successful employment (Caissy, 1989). Many youth are ill-prepared for any education beyond high school, have few or no job-related skills, and are unable to obtain any employment in current or emerging career fields. For such students, the transition from school to work is a major problem.

This problem is not limited to students who fail to achieve academically or vocationally. Identifying an appropriate and a personally satisfying career field and finding employment in the desired area have become critical to the personal and economic development of young people, including those who complete undergraduate and graduate programs and possess high-level competencies but cannot find suitable employment in fields related to their preparation. Many adults who are victims of sudden company restructuring at mid-career point, but who lack skills to cope with career change also need transition services.

In addition, the demographics of the workplace have changed, resulting in fewer young people, more older and experienced workers, and increasingly diverse populations. There is an urgent

need for advanced technological skills for emerging jobs. In addition, as families, businesses and industries, and communities change, schools are asked to be responsible for students' transition from school to work; yet, their efforts are not supported with needed resources (Fraser, Hubbard, Weinbaum, and Charmer, 1993).

The United States Departments of Education and Labor have issued a joint statement concerning youth employment as follows (fact sheet on "Why School-to-Work?"):

> Seventy-five percent of America's young people do not achieve a college degree. Many of these young people are not equipped with the basic academic and occupational skills needed in an increasingly complex labor market. The low-skill, high-paying manufacturing jobs that once provided decent employment for relatively unskilled Americans no longer exist. Therefore, many high school graduates do not find stable, career-track jobs for five to ten years after graduation. In today's highly competitive global economy, business performance is determined in large part by the knowledge and skills of workers. The technological pressures make employers reluctant to take a chance on inexperienced high school graduates whose diplomas signal nothing about their skills, knowledge, and ability to perform increasingly difficult work.

For all of these reasons, school-to-work transition has become a major national initiative. School-to-work programs enable students to prepare for promising careers requiring advanced or technical skills as well as further education and training. They also help alleviate the negative impact on the national economy and on individual businesses resulting from production losses associated with lack of highly skilled workers.

Review of Related Literature

This review of related literature encompasses the definition of school-to-work transition, a summary of the impetus for the transition movement, sample programs, and linkages and support services for effective transition from school to work.

Definition

School-to-work transition is a process that has emerged to improve service to all students. In 1984, transition for persons with disabilities was first defined by Madelaine Will (1984) as the period in which youth move from the security and structure of school to the opportunities and risks of adult life. Transition is

a results-oriented process utilizing a vast array of services and experiences leading to employment. Halpern encouraged professional personnel to focus on adult needs such as community living and the development of social and interpersonal networks, as well as employment (Gaylord-Ross, 1988). Osterman and Iannozzi (1993) agree that there is a range of definitions for transition from school to work. They suggest that the concept includes programs and strategies for implementation throughout the time a student leaves school and finally enters long-term and stable employment.

With the increased emphasis on transition from all sectors of education and business, current transition definitions tend to focus upon providing students with academic and vocational skills, career counseling, work experiences, job preparation, and placement services that lead to employment regardless of the pathway taken (Fraser, Hubbard, Weinbaum, and Charner, 1993). Many analysts recommend that strengthened collaboration occur between employers and schools, including career information, skills and competencies needed for specific jobs, and enhanced school/workplace linkages.

Other definitions related to the transition process continue to evolve as the initiative gains momentum. Key terms associated with school-to-work transition programs reviewed in this study are defined in Appendix B.

National Impetus for School-to-Work Transition

Only half of youth in the United States have attended college by the time they reach 25 years of age, and only 25% of college students actually graduate. In spite of these statistics, twice as much is spent on students bound immediately for college as is spent on those who choose employment upon leaving secondary education (Government Accounting Office, 1993). Because the majority of youth does not complete college, it is unfortunate that support needed to link school-to-work opportunities has not been provided in the past. The focus of current secondary education is to achieve academically and pursue a college education. In comparison, limited assistance is available to help students obtain post-school employment or support services such as assessment, career counseling, and employability skills training.

The authors of A Nation at Risk (1983), The Unfinished Agenda (1984), The Forgotten Half (1988), America's Choice: High Skills or Low Wages (1990) and the Secretary's Commission on Achieving Necessary Skills (SCANS) (1992) have admonished the current system of education for inadequately preparing all students for success in the workplace. The lack of integration of academic skills with vocational skills, the failure to make the connection between school and work, and the absence of linkages and services that facilitate transition have resulted in limited and discouraging prospects for many youth who are ill-prepared for work in the

rapidly changing global economy.

Education has a crucial role to play in assuring that students possess the knowledge and skills to compete in the economy, including competence in English, mathematics, science, and social studies. Integration of academic and vocational skills can facilitate development of competencies in both areas if the concept can be implemented successfully in the nation's schools. In America's Choice: High Schools or Low Wages (1990), the authors note that while the educational system produces students who are minimally prepared for work, employers, workers, and public policy specialists also have roles to play as well as educators. They need to work with educators in providing or implementing, for example, educational incentives for workers, teacher exchanges, apprenticeships, career education, and resources for self-education.

Recent education and labor legislation has funded programs that support transition from school to work. The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 is to develop the academic and occupational skills of all segments of the population. Emphasis is placed on integrated academic and vocational competencies, service to all populations, promotion of business/education partnerships, and the continuing development of Tech Prep programs. Secondary and postsecondary job training for economically disadvantaged youth and adults have been supported by the Department of Labor. Currently, the Job Training Partnership Act Amendments of 1992 provide youth with work experiences and support services for keeping a job. The Individuals with Disabilities Education Act of 1990 focuses on school-to-work transition for persons with disabilities that is results-oriented; individually prescribed; and characterized by identified inter-agency linkages, supports for transition, and the use of planning teams.

Currently, the School-to-Work Opportunities Act of 1993 is being considered by Congress. This proposed legislation is to be jointly administered by the United States Departments of Education and Labor. It brings together partnerships of business, education, and the community to address local needs; improve existing initiatives; and promote coordination among federal, state, and local resources. This Act calls for integrated school-based and work-based learning, work experiences, career guidance, and linkages with continuing education and employment.

State Impetus for School-to-Work Transition

Virginia is actively involved in major school reforms that indicate the need to include school-to-work transition as an integral part of redesigned programs. For example, The Virginia Plan for Strengthening the Commonwealth's 21st Century Workforce

(1991) proposes the following options beyond high school: college, technical education, apprenticeship, and youth work-learning centers. House Document No. 18, Study of Preparing A Skilled Workforce for the 21st Century (1993) identifies critical competencies that all students must acquire to be prepared for the 21st century workforce. The need for actual or simulated occupational experience in combination with an educational program is emphasized, as well as business/education partnerships.

Another significant initiative in the Commonwealth is Project UNITE (Unified Intercommunity Transition and Empowerment for Youth with Disabilities), administered jointly by the Virginia Departments of Education and Rehabilitative Services and federally funded by the Office of Special Education and Rehabilitative Services. This five-year program establishes regional technical assistance centers that serve educators, parents, individuals with disabilities, and agency personnel. Transition services are identified at the secondary level, and individually prescribed linkages are formed that facilitate transition from present school to continuing education, to employment, and to independent living in the community.

In addition, this study (Senate Joint Resolution No. 183) and the number of school-to-work programs identified and reviewed as part of the study serve as evidence of statewide concern regarding school-to-work transition issues.

Sample Programs

A review of the literature on current school-to-work transition initiatives nationally reveals programs that may be classified as follows: (1) school-based models that integrate academic and vocational experiences in the classroom, (2) work-based models that link employment experiences in the community to classroom learning, and (3) linkage/support service models at the secondary and adult education levels to serve either school-based or work-based programs.

Actually, all three elements are needed for effective school-to-work transition, as noted in the following joint statement by the United States Departments of Education and Labor in the fact sheet, "Why School-to-Work?"

> **School-based learning**, based on career majors, which is a program of instruction designed to meet high academic and occupational skill standards.
>
> **Work-based learning**, which includes paid work experience, structured training, and mentoring at the worksite.

Connecting activities, which assist employers, schools, and students to connect the world of school and work. This is the "glue" that helps the local partners deliver quality programs.

School-Based Models. In-school models are dependent upon established curricular programs that integrate career awareness, exploration, and preparation within the school setting. Examples of school-based models to be described include Career Education, the instructional approach of integrated academic and vocational competency development, Tech Prep programs, and career academies.

1. Career Education

Career Education programs were developed during the 1970s to prepare all students for work through an infusion of K-12 curricula. Students were exposed to opportunities to develop an awareness of occupations in the primary years of schooling, to explore career clusters in middle school, and to prepare for specific occupations in high school. School systems developed curricula, instructional methods, materials, and activities to help individuals become aware of, select, prepare for, and enter a satisfying career (Ross-Gaylord, 1988).

2. Integrated Academic and Vocational Competency Development

With the passage of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and a plethora of commissions, committees, and reports on the need to connect academic and vocational learning, states are developing a variety of approaches to integrated programs. The key terms in the legislation include "coherent sequence of courses" and instruction in "all aspects of the industry." Exemplary programs link traditional academic and vocational content with employment-related activities and classroom experiences (Fraser, Hubbard, Weinbaum, and Charner, 1993).

Grubb, Davis, Lum, Phihal, and Morgaine (1991) presented eight models that incorporate academic disciplines and vocational content. They include: (1) incorporating academic content in vocational courses; (2) linking academic and vocational teachers to enhance academics in vocational courses; (3) making academic curricula vocationally relevant; (4) modifying both vocational and academic courses; (5) using a senior project as a form of integration; (6) establishing the academy model; (7) operating the occupational high school and magnet school; and (8) providing instruction through occupational clusters, career paths, and occupational majors.

3. Tech Prep Programs

Increasing numbers of students are served by Tech Prep programs statewide and nationally. Tech Prep programs are multi-level, coordinated, comprehensive school-based models that link secondary and postsecondary education, stimulate the development of expanded business/education partnerships, and provide for the integration of academic and vocational competency development. The Perkins Act provides funding for Tech Prep programs nationally and requires equal access to programs and services for all individuals, including special populations. Placement and/or linkage to four-year colleges or other continuing education institutions may be included in the program as well as secondary/ postsecondary dual enrollment in certain courses.

4. Career Academies

The first career academies were developed in the late 1960s to stem the rising dropout rate. They are organized as schools within schools that foster personal relationships and support as students pursue academic and vocational instruction. Academies provide a small, supportive learning environment and are structured around an occupational theme such as technology, health, or business. Students participate in a career preparation program blended with academic disciplines, counseling, and career exploration. In addition, local employers are involved as advisers, mentors, internship coordinators, and lecturers (Bailey and Merritt, 1993).

Work-Based Models. Work-based programs provide students with opportunities to acquire employment experience in the community. Work-based programs differ distinctly from school-based ones in that students develop occupational competencies in the actual job setting, experience the work environment and interactions among personnel, and learn first-hand of the connection between school learning and what is required in the workplace.

1. Cooperative Education

The cooperative education model is the most common work-based learning program for high school students; yet, only 8% of secondary students enroll in these programs nationally (Government Accounting Office, 1991). Cooperative education has been an important career-preparation program in Virginia for many years, however. During 1991-92, for example, 18,262 students were enrolled in cooperative education programs, and 10,444 employers participated in this partnership in the Commonwealth.

Cooperative education is administered by specific vocational program areas such as Agricultural, Business, Health Occupations, Marketing, Work and Family Studies (formerly Home Economics), and Trade and Industrial Education. The classroom coordinator arranges for job placements and blends classroom instruction with on-the-job training. A training plan is developed to facilitate this process, and competency records are maintained to record skills developed. The employer and the coordinator work together to evaluate the student's performance and to improve skills as needed. Cooperative education incorporates within its structure the critical elements of school-based learning, work-based learning, and connecting activities. Although this model has been effective to date, the benefits of the program need to be expanded in terms of scope, funding, impact, and service to increased numbers of students.

2. Youth Apprenticeship

Youth apprenticeship is a relatively new and evolving model for transition from school to work (Government Accounting Office, 1991). To date, apprenticeship programs based on the German model have been examined, but the educational and economic structure of the United States does not lend itself to full implementation of the model. Instead, researchers suggest an approach that seeks to broaden the typical adult apprenticeship program, including the introduction of non-traditional apprenticeable occupations; programs beginning in secondary schools; and improved coordination efforts among employers, schools, labor, and government.

In 1989, the Department of Labor, through its Apprenticeship 2000 initiative, conducted school-to-work demonstration projects designed to combine workplace and classroom learning strategies (Fraser, Hubbard, Weinbaum, and Charner, 1993). Kazis and Barton (1993) recommended guiding principles in developing youth apprenticeship programs that facilitate linkages between school and work. These principles include active participation of employers, integration of work-based and school-based learning, integration of academic and vocational learning, coordinated linkages between secondary and postsecondary programs, and certification of broadly recognized qualifications for specific occupations.

3. Job Training Partnership Act Programs

The Job Training Reform Amendments of 1992 greatly increased funding to support youth opportunities in pre-employment skills training, employment experience, and

support services for both in- and out-of-school yout identified as economically disadvantaged. Programs ma be offered within or outside of school facilities Current offerings include, for example, Summer Trainin and Education Program (STEP), Youth Incentive Entitlemen Pilot Projects (YIEPP), Job Placement Assistance (7001) Work Experience, Job Corps, and JOBSTART. In analyzin out-of-school programs funded by the Job Trainin Partnership Act (JTPA), Osterman and Iannozzi (1993 found that while these programs were generally successfu in basic job-related knowledge, the long-term impact i terms of earnings and employment were not positive (Hahn 1987).

4. Job Corps

While designed for disadvantaged dropouts, the Job Corp in its 25-year history has provided intense suppor services, and remedial and skills training in residential environment. Although this is an expensiv program, its benefits exceed the costs. Participant earn higher salaries (15% higher) than non-participants and they are more likely to complete high school, t enter the military, and to stay off welfare programs (Hahn, 1987).

Linkages and Support Services

To date, information concerning the effectiveness of linkage and support activities for school-to-work transition programs i not readily available in the literature except in the area o education of youth with special needs. If a student is a dropout economically disadvantaged, or disabled, programs are availabl that offer assistance in developing employability skills, jo placement opportunities, and job skill training. These service are provided by the Job Training Partnership Act--programs that target the populations specified. Overall, such programs serv less than 10% of those who could benefit from the services. Also concentration on academic skills and the job training itself ar time-limited (Government Accounting Office, 1990).

In addition, the Perkins Act of 1990 outlines assurances fo special populations, stating that each eligible recipient will b provided counseling and instructional services designed t facilitate the transition from school to employment and caree opportunities (Section 188(c)5). This section also provides tha students with disabilities will be assisted in fulfilling th transitional requirements of the Individuals with Disabilities Act. These requirements include a coordinated set of activities fo students within a results-oriented process that promotes movemen from school to postsecondary activities.

A review of "best practices" in school-to-work transition programs reveals several common themes that emerge as linkages. These linkages support the implementation of school-to-work transition programs by schools, employers, and the community: range of options, employer and family involvement, career counseling, and learning in the context of work.

1. Range of Options

The "best" programs adapt to local resources and needs and maintain flexibility that allows for local ownership, creativity, and a broad range of options (Manpower Demonstration Research Corporation, 1993). Kazis and Barton (1993) recommend a diverse set of career pathways, with multiple entry and exit points, that responds to the needs of communities, employers, schools, and youth.

2. Employer and Family Involvement

Community linkages are essential to exemplary school-to-work transition programs. Employers must become more involved in the classroom, and teachers must become more involved in business and industry. Parents and other family members also need to be informed about the workforce, and their support can reinforce student experiences. Various partnerships and adopt-a-school programs have been implemented to facilitate collaboration between schools and industry.

3. Career Counseling

Guidance for career choices should begin as early as elementary school. Students must be provided opportunities to learn about the world of work earlier than the tenth grade. If students are able to explore career options, develop pre-employment skills, and set goals, they are able to make informed decisions when opportunities for cooperative education, apprenticeships, and Tech Prep programs become available. Parents and employers, many of whom are parents as well, also need to be informed of these options (Kazis and Butler, 1993).

4. Learning in the Context of Work

Active contextual learning should be emphasized within curricular and instructional strategies to make the connection between academic content and application in the workplace (Bailey and Merritt, 1993). This type of learning promotes higher order thinking that is rigorous and demanding for the worker of tomorrow. Contextual learning simulates real work in the classroom, increases collaboration and cooperation among learners, and helps

students achieve desired results (Fraser, Hubbard, Weinbaum, and Charner, 1993).

Summary

School-to-work transition programs have received increased interest as the nation recognizes that many youth do not leave the educational system well prepared for success in employment or further education. It is imperative that school-based and work-based learning models be examined as well as school linkages with the community, including employers and families. From a study of models and connecting activities, educators, employers, and communities need to work together to formulate and implement recommendations to improve the school-to-work transition process for all young people.

CHAPTER II. PROCEDURES AND PROGRAM REVIEWS

Team members representing a variety of state agencies involved in career preparation and employment determined what programs should be studied. Considering the vast number of school-to-work programs in the Commonwealth, it was necessary to select sample programs nominated by team members, who were very familiar with the programs associated with their agencies. This procedure was followed rather than reviewing all or most of the career preparation programs provided within any category of school-to-work transition curricula. Therefore, due to time constraints in ensuring representative sampling, the analysis of programs was necessarily limited.

1. Alternative Vocational Training Program (Job Partnership and Training Act)
2. State-Wide Tech Prep Initiatives (a category of Career Preparation, Virginia Community College System)
3. Education Initiative (Pittsylvania County)
4. Careers in Technology Education (Department of Education)
5. Tech Prep Linked with Apprenticeship (model developed by the Department of Labor and Industry, Virginia Community College System, and Department of Education)
6. Operation Rescue (Job Partnership and Training Act)
7. STAR: Students Taking Alternative Training Routes (Capital Area Training Consortium and Chesterfield Technical Center)
8. Rehabilitation Services (Department of Rehabilitative Services)
9. CPIC: Community-Based Instruction Program (Department of Rehabilitative Services and local school systems)
10. Planning District #9 Transition Advisory Committee (Department of Rehabilitative Services)
11. Learning Disabilities Project (Department of Rehabilitative Services and the Center for Learning Projects)
12. DRS/JTPA (Department of Rehabilitative Services, Local School Systems, Department of Mental Health, Social Services, Private Industrial Council)
13. CEWAT: Competitive Employment, Work and Transition (Work Source Enterprises)
14. VSOs: Vocational Student Organizations (Department of Education, Vocational Education)
15. Supervised Work Experience (Agricultural Education, Department of Education, local school divisions, agricultural industry)
16. Graduate Warranty Program (Hanover County Schools)
17. Food for America (Frederick and Winchester Counties, Third Grade, Agricultural Education)
18. Agriculture in the Classroom, Fourth Grade (Virginia Farm Bureau and Federal Government)

19. Business Education Council (Chamber of Commerce, Winchester and Frederick Counties)
20. 504 Program (504 Local Team, designed for disabled students)
21. YES: Youth Experiencing Success (County Adult Education Programs)
22. Agricultural Academy/Festival (Virginia State University, State Department of Agriculture, Virginia Farm Bureau)
23. BRIDGE: Dual Diagnosis--MR, ED (Grafton Public Schools)
24. JACS: Joint Act and Community Service, Inc. (Job Corps, Volunteer Retirees)
25. Department of Correctional Education Job Programs (Winn-Dixie, Pizza Hut, Wendy's)

Procedures Involved in the Study

Following selection of the programs to be reviewed, the team reached agreement concerning study procedures which were conducted as follows:

1. Assignments for study of specific programs were made to individual team members with emphasis on those with which each was most familiar.

2. Agreement was reached concerning the factors to be studied about each program.

3. The final version of the school-to-work transition programs review guide was developed by David Netherton of Old Dominion University.

4. Team members completed their assigned program studies, collaborating with other team members or their colleagues as the need was indicated.

5. Information about the programs was compiled into the matrix contained in Appendix C, which also includes the School-to-Work Transition Programs Review Guide blank form used for all reviews.

6. A sub-team was assigned to develop the key terms located in Appendix B.

7. A second sub-team was asked to develop a vision statement for the school-to-work transition concept in Virginia, including guiding principles or components.

8. A third sub-team was requested to discuss and formulate recommendations concerning the term "work learning center," as used in the document The Virginia Plan for Strengthening the Commonwealth's 21st Century Advisory

Committee (1991).

9. Reports on key terms, the vision statement, and youth work learning centers were presented to the entire team.

10. Team recommendations were established following the reports of sub-teams, and these are presented in Chapter III.

11. Reviews by the state agencies responsible for the study, as well as other stakeholders, were arranged and conducted.

Analysis of Programs in Virginia

Although the total number of programs studied in detail was 25, an additional 17 programs, or a total of 42, were added so that a larger number of programs could be examined for the key elements of school-based instruction, work-based learning, and linkages with employers and communities. Analysis of the results revealed that the majority of programs did not include all three elements. Sixteen programs were school-based, and 26 were work-based. School-based programs provided primarily classroom instruction and simulated work experiences. Work-based programs provided the additional activities of job shadowing and short-term job tryouts. Less than half of the programs (17 of 42) were directed primarily to special populations, including dropout, "at-risk," and economically disadvantaged trainees.

Profile of Promising Programs

The joint statement of the United States Departments of Education and Labor (1993) indicates the components of "promising school-to-work programs" that should be considered in designing such programs for the Commonwealth:

1. Integration of work-based learning, school-based learning, and academic and occupational learning.

2. Linkage of secondary and postsecondary education.

3. "Hands-on" learning.

4. Measures to connect school and work curricula to underscore the relationship between what students learn today and how well they will do in jobs tomorrow.

5. Diversity of approaches in meeting local needs.

6. A program design that highlights the essential elements

of school-based learning, work-based learning, and connecting activities to enable local employers as partners in the education process to deliver their part of the program.

Summary

Team members reached agreement on study procedures, programs to study, factors to be considered in program review, and recommendations, including a vision of a school-to-work transition system for Virginia. This occurred in spite of differences in agency orientation, career emphases of team members, and populations served by their respective agencies.

Many school-to-work transition programs in the Commonwealth could be improved or expanded through addition of vital components needed for comprehensive program design and integration of key elements.

CHAPTER III. RECOMMENDATIONS

Recommendations for school-to-work transition programming in Virginia are formulated on basic beliefs identified by team members and on their vision of a transition system to be developed.

Basic Beliefs

The team identified their basic beliefs concerning the process of school-to-work transition:

- All students can be prepared for work and further education. (Continuing to learn is essential for career success in the 21st century, and students will require specific career development instruction to be considered for employment in the present and future workforce.)

- School-to-work transition can be successful when systematic and coordinated planning takes place. (Coordination of local and state agencies and institutions involved in career development services is needed to develop a system of school-to-work transition.)

- There is a developmental process that all students follow; for many students, this process is complicated by personal and societal challenges. (The developmental process includes the journey toward vocational maturity, a difficult destination for most adolescents and adults. When this journey is complicated by being disadvantaged or having disabilities, the process may be so arduous that the individual may never "arrive" at the destination without assistance from the school and community.)

- School-to-work transition programs should be inclusive of all students, with provision of necessary supports and/or accomodations as needed. (A system of supports accessible to all could enable adolescents, young adults, and their families to reach transition goals.)

- School-to-work programs should serve a population that is diverse in terms of such factors as age, gender, disability, culture, religious background, and race.

- Systemic change must occur to position preparation for employment as a priority product of education and training for all students. (The emphasis on school-to-work transition must be equal to the attention given to high school-to-college transition so that the needs of the majority of students can be addressed. This will require changes in school procedures, curriculum and

instruction, and teamwork to reach career development goals for all students.)

- Virginia has the potential to develop for all young adults skills commensurate with the demands of a global workforce.

- A school-to-work transition system can be a preventive measure to avoid negative results as well as to promote positive post-school progress.

- Coordination and enhancement of existing transition services and programs are needed to develop a comprehensive school-to-work transition system.

The Vision and Its Components

Based on the identified beliefs, the team envisions a Virginia which provides a coordinated and comprehensive school-to-work system for all students, embraces and accommodates diversity, offers a continuum of career preparation services with multiple entry and exit points, and allows students as citizens to take full advantage of the economic opportunities of the Commonwealth. Fulfillment of this vision requires the following components:

1. An understanding of career development and awareness that continuation of the present level of school-to-work planning is inadequate to prepare present and future workers to compete for jobs nationally and internationally within a rapidly decreasing job market;

2. Collaboration and cooperation of all agencies concerned with career preparation and adjustment;

3. A specific school-to-work curriculum with opportunities for organized career exploration;

4. A formal, systematic, individual transition plan for every student to facilitate the transition process;

5. Staff development and community participation;

6. The integration of school-based learning, and work-based learning, and connecting links between school and work; of academic and vocational competency development; and of secondary and postsecondary education; and

7. Effective, well-organized business/industry/government partnerships.

Recommendations for a Comprehensive School-to-Work Transition System

To develop and implement a school-to-work system for the Commonwealth, the team proposes:

Recommendation # 1: The appointment of a team by the Workforce Leadership Council to plan the development of a statewide school-to-work transition system.

Recommendation # 2: The actual development of this statewide school-to-work transition system to include career preparation services for all students.

Recommendation # 3: The integration of state system development with the national School-to-Work Opportunities Act of 1993.

Recommendation # 1: The Planning Team

The planning team should include representation from all groups involved in the school-to-work transition process; for example, local school divisions and community organizations; business and industry; parents; and state agencies responsible for education, career preparation, and social services.

Recommendation # 2: Development of a Transition System for the Commonwealth

The second recommendation focuses on development of the school-to-work transition system and its accompanying strengths and strategies. The strength of the school-to-work transition system will be realized through the synthesis and coordination of certain components and strategies to be considered in constructing the system:

- Blending of the three crucial elements--work-based learning, school-based learning, and coordinated connecting linkages (Current programs frequently address one or two of these elements; few include all three.)

- Career development support services within a continuum of career preparation with a transition plan for every student and streamlined linkages to formal and informal continuing education (**Note: Team members do not advocate the practice of early identification of non-college-bound students because exposure to a system of school-to-work transition is likely to upgrade the expectations and career goals of many students. Early labeling of**

students could cause them to achieve less than their potential.)

- Adequate interpretation of possible pathways to employment
- A school-to-work curriculum framework to be developed by participating localities, including integration of academic and vocational instruction and organized exploratory experiences through meaningful partnerships with potential employers
- Continuing local staff development and community involvement
- Application of the term Career Opportunity Academies to replace the original concept of Youth Work-Learning Centers to include multiple "centers" at worksites rather than the idea of sending academically unsuccessful students to a remedial school-based center
- Adoption of a system for the classification of workforce competencies
- Consideration of ways to develop the critical competencies identified in House Document No. 18, Study of Preparing A Skilled Workforce for the 21st Century
- Inclusion of a public information campaign in development of the overall system
- Integration of academic and vocational competencies within the school-to-work transition curriculum framework to be developed by participating localities
- Creation of a framework for the system that will enable the Commonwealth to fit all school-to-work transition programs within the structure of the framework
- Identification of essential career development services (for example, assessment, exploration, counseling, training, and placement) to be provided for all students and to be incorporated within the system framework
- Provision for students who need special attention (such as social services and specialized counseling for individuals with disabilities) to be incorporated within the school-to-work system

Recommendation # 3: Integration of the State System with the National School-to-Work Opportunities Act of 1993

The following factors are emphasized in the national School-to-Work Opportunities Act guidelines:

1. Integration of work-based and school-based learning
2. Integration of occupational and academic learning
3. Linkage of secondary and postsecondary education
4. Certification in the form of a high school diploma, postsecondary certificate or diploma, and/or a skill certificate
5. Work-based learning, including a planned program of job training and experiences leading to the development of higher level skills, paid work experience, workplace mentoring, instruction in general workplace competencies, and instruction in all aspects of an industry
6. School-based learning, including career exploration and counseling, initial selection of a career major, a challenging academic program, and regularly scheduled evaluations
7. Connecting activities, including matching students with employers' work-based opportunities; ensuring liaison among the employer, school, teacher, parent, and student; providing technical assistance in designing work-based learning components and in providing school-to-work services such as counseling; assisting with job placement; developing and maintaining an evaluation system; and linking youth development activities under the School-to-Work Opportunities Act of 1993 with employer strategies for upgrading the skills of their workers.

Summary

Three recommendations are presented for consideration in planning, developing, and implementing a school-to-work transition system for the Commonwealth. The appointment of a team to design a school-to-work transition system in cooperation with constituents would encourage cooperation and acceptance of the final product. The development of a statewide system would stimulate maximum use of resources through coordination and enhancement of existing programs and creation of new linkages and employment opportunities. Integration of a statewide system with the national School-to-Work Opportunities Act of 1993 could provide supplemental resources to solve the problem faced by all states--employment of youth and adults in a 21st-century workforce that is decreasing in size and demanding of talent and high-level skills from those who obtain employment and career satisfaction.

BIBLIOGRAPHY

American Society for Training and Development. (1990). Train America's workforce. Alexandria: The American Society for Training and Development.

American Vocational Association. (1990). The AVA guide to the Carl D. Perkins vocational and applied technology education act of 1990. Alexandria: American Vocational Association.

Bailey, T., and Merritt, D. (1993). The school-to-work transition and youth apprenticeship: Lessons from the U.S. experience. Manpower Demonstration Research Corporation.

Benson, C. (1989). On integrating academic and vocational education. Testimony before the Senate Subcommittee on Education, Arts, and Humanities.

Caissy, G. A. (1989). "Curriculum for the information age." Educational Horizons, pp. 42-45.

Carl D. Perkins Vocational and Technology Education Act of 1990. The final regulations. Alexandria: American Vocational Association.

Charner and Fraser. (1987). You and work: What we know: What we don't know. (ISBN O-86510-058-6, pp. 82.)

Fraser, Hubbard, Weinbaum and Charner. (1993) School reform and youth transition: Review and annotated bibliography. Washington, D.C. Academy for Educational Development, National Institute for Work and Learning.

Grubb, W. N.; Lum, J.; Phihal, J; and Morgaine, C. (1991). The cunning hand, the cultured mind: Models for integrating vocational and academic education. Berkeley: The National Center for Research in Vocational Education, University of California at Berkeley.

Hahn, A. (1987). "Reaching out to america's dropouts: What to do?" Phi Delta Kappa, pp. 256-263.

House Document No. 18. (1993). Study of preparing a skilled workforce for the 21st century. Richmond: Report of the Department of Education, Commonwealth of Virginia.

Johnston, W. B., and Packer, A. H. (1987). Workforce 2000: Work and workers for the twenty-first century. Indianapolis: Hudson Institute.

Kazis, R., and Barton, P. E. (1993). Improving the transition from school to work in the United States. Washington: American Youth Policy Forum, Competitiveness Policy Council Jobs for the Future.

National Center for Research in Vocational Education. (1989). "Integrating academic and vocational studies teleconference." (Videotape)

National Center on Education and the Economy. (1990). America's choice: High skills or low wages. Rochester: The National Center on Education and the Economy.

National Commission on Excellence in Education. (1983). A nation at risk: The imperative for educational reform. (Publication No. 065-000-00177-2). Washington: U.S. Government Printing Office.

National Commission on Secondary Vocational Education. (1984). The unfinished agenda: The role of vocational education in the high school. Columbus: National Center for Research in Vocational Education.

Osterman, P., and Iannozzi, M. (1993). Youth apprenticeships and school-to-work transition: Current knowledge and legislative strategy. University of Pennsylvania, EQW Catalog No: WP14.

Partnerships for Excellence. (1991). The Virginia plan for strengthening the commonwealth's 21st Century workforce. Richmond: Governor's Advisory Committee Workforce Virginia 2000.

Ross-Gaylord, R. (1988). Vocational education for persons with handicaps. Mountain View: Mayfield Publishing Co.

Schmidt, B. J. (1991). Helping teachers achieve vocational and academic integration. Paper presented at the NCRVE presession on the Integration of Vocational and Academic Education, Los Angeles, CA.

Secretary's Commission on Achieving Necessary Skills - U.S. Department of Labor. Skills and tasks for jobs: A scans report for America 2000. Washington: U.S. Government Printing Office.

Tanner, D. (1989). "A brief historical perspective of the struggle for an integrative curriculum." Educational Horizons, pp. 7-11.

Transition from school to work: Linking education and worksite training. (GAO/HRD-91-105, August 1991).

U.S. Congress. (1990a). Americans with disabilities act. (Public Law 101-336). Washington: U.S. Government Printing Office.

U.S. Congress. (1990b). Carl D. Perkins vocational education and applied technology act amendments. (Public Law 101-392). Washington: U.S. Government Printing Office.

U.S. Congress. (1992). Job training partnership act amendments. (Public Law). Washington: U.S. Government Printing Office.

Will, M. Bridges from school to working life. Assistant Secretary for Special Education and Rehabilitative Services.

Wircenski-Sarkees, M.D., and Izzo, M. V. (1991). "An introduction and overview to educating and employing individuals at-risk in the year 2001." The Journal for Vocational Special Needs Education, pp. 1-4.

Wirth, A. G. (1992) Education and work for the year 2000: Choices we face. San Francisco: Jossey-Bass Publisher.

APPENDICES

Appendix A. Senate Joint Resolution No. 183
School-to-Work Transition Programs

Appendix B. Key Terms Associated With School-to-Work
Transition Programs

Appendix C. School-to-Work Transition Programs
Review Guide Form and Matrix

APPENDIX A.

SENATE JOINT RESOLUTION NO. 183

School-to-Work Transition Programs

LD9391717

SENATE JOINT RESOLUTION NO. 183
AMENDMENT IN THE NATURE OF A SUBSTITUTE
(Proposed by the House Committee on Rules
on February 15, 1993)
(Patron Prior to Substitute—Senator Miller, Y. B.)

Requesting the Department of Education, in conjunction with the Virginia Community College System and the Departments of Labor and Industry, and Rehabilitative Services, to examine the development and establishment of school-to-work transition programs in the Commonwealth.

WHEREAS, because much of America's public education system is geared toward the needs of college bound students, the educational and vocational training needs of the majority of those pupils who do not ultimately attend college may be neglected, creating a workforce without those skills critical to successful employment and self-sufficiency; and

WHEREAS, the Governor's Advisory Committee on Workforce Virginia 2000: A Partnership for Excellence stated that the Commonwealth must "set higher educational and productivity standards for its workforce or risk being unprepared to compete in the international arena, losing ground to countries with less educated but less expensive workforces as well as to those with better educated and more productive workforces"; and

WHEREAS, while secondary schools in the United States may offer little opportunity to "bridge the gap" between school and the workplace, European students may acquire necessary skills, values, and habits through mentoring and apprenticeship programs; and

WHEREAS, recognizing that the 21st century workplace will require employees with advanced educational and technical skills, some school divisions, community colleges, and business leaders have pursued partnerships and programs that will ease the transition of students from the academic environment to the workplace; and

WHEREAS, the multi-faceted missions of Virginia's public schools and its two- and four-year institutions of higher education may embrace not only traditional educational pursuits but also vocational and workforce training, effectively addressing the educational needs of students entering the workforce as well as those pursuing higher education; and

WHEREAS, specific programs enhancing the school-to-work-transition, linking the resources of public education, community colleges, labor, rehabilitative agencies, and business may create not only improved employment and guidance services and provide the much needed recognition of the educational attainment of non-college bound students, but may also be essential to the early identification of non-college bound students, and the effective training of an adaptable, literate workforce in the Commonwealth; now, therefore, be it

RESOLVED by the Senate, the House of Delegates concurring, That the Department of Education, in conjunction with the Virginia Community College System and the Departments of Labor and Industry, and Rehabilitative Services, be requested to examine the development and establishment of school-to-work transition programs in the Commonwealth. The study shall include, among other things, a determination of appropriate means for the early identification and training of non-college bound students, consideration of current initiatives in Virginia and other states, "tech-prep" and "two-plus-two" programs, community college worker training programs, apprenticeships, and employment of persons with disabilities programs.

The Department shall submit its findings and recommendations to the Governor and the 1994 Session of the General Assembly in accordance with the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

APPENDIX B.

KEY TERMS ASSOCIATED WITH SCHOOL-TO-WORK TRANSITION PROGRAMS

DEFINITIONS OF KEY TERMS

Applied Academics: The presentation of subject matter in a way that integrates a particular academic discipline (such as mathematics, science, or English) with the student's personal workforce applications. Applied academics serves as the foundation for Tech Prep programs and are not "watered-down" courses.

Apprenticeship: A highly structured postsecondary system for training employees in occupations that require a wide and diverse range of skills and knowledge. Apprenticeship includes on-the-job training, which ensures that the apprentice is fully trained in all areas of the occupation. On-the-job training (OJT) is integrated with related instruction that occurs in the classroom. Related instruction builds the theoretical and technical knowledge needed for the occupation. Successful participants are awarded a certificate of completion from the Commonwealth of Virginia.

- **Apprenticeship Training Program:** A program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, commonly known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.

- **Pre-Apprenticeship:** Any on-the-job training or curricular activities intended to prepare students or adults for apprenticeship training or youth apprenticeship; may include paid employment, part- or full-time; career counseling activities; skill training; and remedial or developmental course work.

- **Youth Apprenticeship:** A registered training program in which a high school student receives part-time on-the-job training integrated with related instruction.

Articulation: A process for linking two or more educational systems within a community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit.

BEST COPY AVAILABLE

Business-Education Partnership: A cooperative association of people from the business/industry and education communities who have a common interest and who invest assets and receive benefits from the endeavor. Partnerships may range from an agreement by a single employee and a single teacher or student to a collaboration of a large corporation and an entire school system or consortium of systems.

Career Development: The unfolding and interaction of roles, settings, and events all through the life span.

- **Career Education:** The process of coordinating systematically all school, family, and community components together to facilitate each individual's potential for economic, social, and personal fulfillment.

- **Career Exploration:** A program that allows young students to visit workplaces, talk to people who work in them, and gain an increasingly broad and textured understanding of career options that may be available to them. Career exploration enables many young people to make preliminary career cluster choices by the end of compulsory education (Kazis, 1993).

- **Career Guidance and Counseling:**

  (a) Programs pertaining to the body of subject matter and related techniques and methods organized for individual development of career awareness; career planning; career decision making; placement skills; and knowledge and understanding of local, state, and national occupations, education and labor market needs, trends, and opportunities; and

  (b) programs which assist such individuals in making and implementing informed educational and occupational choices.

Community-Based Organization: A private nonprofit organization of demonstrated effectiveness which is representative of communities or significant segments of communities and which provides job training services.

Compact: Strategy that uses the promise of employment as an incentive for young people to stay in school and do well; eligibility for jobs and financial aid are tied to staying in school and getting good recommendations from teachers (Kazis, 1993). Youth apprenticeship is one example; others include the following:

- **Industry Certified Training:** Program based on a modified West German model in which secondary school students remain in school until certified by the employers. The employer pays for wages and work site cost. Agreement on standards is the central feature.

- **Subsidized Industry Certified Training:** Same as above, except the school shares the cost.

- **Work-Site Access for Structured Training:** Employer facilities and expertise are used as an alternative to the vocational education classroom. Students are not employees.

- **Purchased Work-Site Structured Training:** Same as above, except the public education system pays employers for structured work-site training.

- **School Instruction with Experience and Information OJT:** The school has full responsibility for formal instruction but combines it with carefully chosen part-time employment in which students receive informal on-the-job training.

- **Career/Occupation/Industry-Specific Magnet School:** School created with industry participation and involvement, assuring employer approval and increasing the odds that graduates will be hired in the industry.

Competency-Based Education: An organizational structure for teaching/learning that requires advance description of the competencies a student must possess upon exit from a program or course. Competency-based curriculum materials clearly identify expected results, organize instruction based upon performance standards, and provide evaluation of student performance based upon mastery of competencies.

Cooperative Education: A method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in an occupational field. Such alternation shall be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half day, full days, weeks, or other periods of time in fulfilling the cooperative program.

Diverse Populations: Characterized by individual differences in terms of such factors as age, gender, disability, culture, religious background, and race.

Education for Employment (EFE): A pre-vocational course designed to help students prepare for successful employment or further academic or vocational training. Instruction includes developing goals, values, and knowledge important for entry level employment or occupational preparation. EFE does not require a work component; however, a related program, WECEP (Work Experience/Cooperative Education Program) is organized according to the cooperative plan.

Employment: An arrangement under which a person performs certain tasks for compensation.

- **Competitive Employment:** Paid employment in an environment in which workers are expected to possess specific knowledge, skills, and abilities and to demonstrate these at comparable levels without ongoing instructional or functional support.

- **Full-Time Employment:** An employee/employer relationship that is equivalent to 40 hours per work week or those contractual hours between employee and employer that constitute a full-time employee relationship with the accompanying benefits and responsibilities of such a relationship.

- **Part-Time Employment:** An employee/employer relationship that is less than 40 hours per work week. Such a work setting usually does not carry the accompanying benefits or responsibilities associated with full-time employment.

- **Sheltered Employment:** Non-competitive work program in a protected setting for employees working at less than the normal production rate. The hours of employment are typically less than 40 hours per work week. The rate of pay is less than minimum wage, and few benefits are offered.

- **Supported Employment:** Competitive work in integrated work settings: (a) for individuals with severe disabilities for whom competitive employment has not traditionally occurred, or (b) for individuals for whom competitive employment has been interrupted or intermittent as a result of a severe disability, and who, because of their handicap, need ongoing support services to perform such work. Employees are frequently accompanied initially by job coaches, who assist the employee in mastering the knowledge, skills, and abilities to perform the tasks associated with the work.

General Occupational Skills: Experience in and understanding of all aspects of the industry the student is preparing to enter, including planning; management; financing; technical and production skills; underlying principles of technology; labor and community issues; and health, safety, and environmental issues.

High Technology: State-of-the-art computer, microelectric, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care.

Independent Living: Support services that enable an individual to live as independently as possible and include guidance toward resources within the community that would encourage and support the individual to adapt his or her environment to meet specific needs.

Individualized Education Program (IEP): The required annual plan developed by a committee of school personnel and the individual's family to address the specific education goals, objectives, and services needed to provide a free, appropriate education to children and youth with disabilities.

IEP Transition Plan: A formal plan involving youth, parents, and school personnel, and when appropriate, community agency representatives to assist special needs learners in developing knowledge, skills, and attitudes required to enter and succeed in postsecondary vocational education, employment, and community living. The transition component is required for the IEPs of all students receiving special education, age 16 and older. Needed transition services must be addressed in the development of employment and adult living objectives, instruction, and community experiences.

Individual Vocational Training Program: Participation in programs that are individually prescribed to meet the specific training needs of each learner in an attempt to develop appropriate prerequisite skills for a specific job.

Individualized Written Rehabilitation Plan (IWRP): A written plan developed for an individual eligible for services from the Department of Vocational Rehabilitation. The IWRP states vocational rehabilitation goals, specifies objectives and services, and outlines specific timelines for providing services.

Integration of Academic and Vocational Education: A variety of models combining learning of vocational or technical skills with requisite math, science, or language concepts and theories.

Internship: Planned, progressive, educational activities/programs that allow students to explore career opportunities. Academic studies may be integrated with actual work experience, which may be paid or unpaid. Internships operate for a specified period of time, and are generally one-time agreements.

Job Placement: Helping people obtain initial employment through direct gathering and providing of information about jobs, job leads, job openings, and instruction in job-seeking skills and techniques. In some cases, the job placement specialist provides direct assistance in placement on the job.

Job Shadowing: A program in which students learn about the workplace by observing one or more individuals at work for a period of time. This is a non-paid experience.

Job Training Partnership Act (JTPA): A federal act authorizing funds for programs designed to enhance the employability of individuals who traditionally have been hard to place, including those with economic disadvantages or disabilities.

Mentorship: An informal relationship between a student and a person from business or industry that enhances the student's life experiences by helping him or her learn about the workplace through participation in non-paid activities.

On-the-Job Training (OJT): Educational and training experiences provided at a job site; may be paid or unpaid.

Preparatory Services: Programs or activities designed to assist individuals in the selection of or preparation for an appropriate vocational educational education or training program.

Pre-vocational Education/Training: An orientation to practical aspects of occupational training and job placement.

Pre-vocational Evaluation Program: Activities that result in comprehensive pre-vocational assessment and subsequent placement in appropriate employment or training situations.

Related Services: Support services required by an individual with disabilities to assist in attaining employment, including transportation, housing, and environmental accessibility:

(a) services, programs, or activities related to outreach to or recruitment of potential vocational education students
(b) career counseling and personal counseling
(c) vocational assessment and testing
(d) other appropriate services, programs, or activities

School-Based Enterprises (SBE): Activities sponsored or conducted by a school that engage a group of students in providing services or producing goods for sale to people other than the participating students themselves. Examples are school restaurants, building a house and other construction projects, print shops, farms, child-care centers, retail stores, hair styling, and auto repair shops (Kazis, 1993).

Special Populations: Individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

- **Disadvantaged:** Individuals who have economic or academic disadvantages and who require special services and assistance in order to succeed in vocational education programs. This term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency, and individuals who are dropouts from or who are identified as potential dropouts from secondary school.

- **Displaced Homemaker:** An individual who
  (a) is an adult; and
  (b) (i) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills;

  (ii) has been dependent on public assistance or on the income of a relative but is no longer supported by such income;

  (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act; or

(iv) is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate, or

(c) is described in subparagraph (a) or (b) and is a criminal offender

- **Individual with Disabilities:** Anyone who has been identified as having a disability under the Individuals with Disabilities Education Act, including those with autism, blindness, visual impairments, deafness, hearing impairments, mental retardation, traumatic brain injury, multiple handicaps, orthopedic impairments, other health impairments, and speech as language impairments. Individuals may also be defined as disabled based on Section 504 of the Vocational Rehabilitation Act of 1973.

Training Agreement: A formal document, signed by the teacher-coordinator, employer, parent, and student, which states the policies affecting a student enrolled in cooperative education.

Training Plan: A formal document that identifies classroom and on-the-job instruction which contributes to the employability of a student enrolled in cooperative education.

Transition: Services and programs that promote the uninterrupted movement of students from secondary education to employment, postsecondary education, and community participation.

School-to-Work Transition: Services designed to guide students effectively in their movement from school to career by combining school-based learning with experience- or work based learning, providing coordinated connecting activities from the classroom to the work site, integrating academic and vocational competency instruction, and developing in students career coping skills for a lifetime.

Vocational Education: Organized educational programs offering a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning which contributes to an individual's academic knowledge, higher-order reasoning, and problem-solving skills, work attitudes, general employability skills, and the occupation-specific skills necessary for economic independence as a productive and contributing member of society.

- **Adapted Vocational Education Program:** Participation in a regular education program with specific adaptations in the program curriculum, teaching techniques, and/or instructional materials.

- **Vocational Evaluator:** A trained individual who administers and interprets vocational assessment tests and other varieties of vocational evaluation activities and procedures.

Vocational Rehabilitation: Comprehensive services tailored to the needs, preferences, and interests of the individual; provided for eligible persons with physical, mental, or emotional disabilities so that they may become self-supporting and as independent as possible. These services may include the following: physical and mental restoration, vocational training, maintenance and/or transportation, assessment to determine supports and needed accommodations, supported employment, job placement, and job follow-up.

Work Adjustment: Behaviors related to work that must be learned in order to function effectively with fellow workers and job supervisors.

Young Adults: Individuals, typically 18-25 years old, who have exited secondary education and are initially entering into adult employment, educational settings, and independent living.

Youth: Individuals, typically adolescents between the ages of 12 and 22, who have left elementary school and are preparing to enter or have entered secondary education.

Youth Service and Service Learning: Program with a goal of getting young people out of the classroom and into situations in which they take responsibility, learn employability and work skills, and contribute to community development and well-being. The experiences are unpaid, generally in organizations and projects designed to improve the local community. The learning goes beyond the work experience to include incorporation of lessons from the work (or service) into the classroom curriculum. Thus, a class that engages in cleaning up a local stream bed may focus on the ecology of the community and on measuring pollution in their science and math classes or may explore the politics of environmental regulation in their social science course. (Kazis, 1993).

APPENDIX C.

SCHOOL-TO-WORK TRANSITION PROGRAMS REVIEW GUIDE FORM AND MATRIX

SCHOOL-TO-WORK TRANSITION PROGRAMS REVIEW GUIDE

Program Title:

Location (School, School Division):

Student Population Served:

Program Description (Purpose, Goals, Objectives):

Program Prerequisites:

Student Selection Process:

Service Provider(s):

Program Components:

Career/Vocational Assessment (By Whom): _____

Counseling (By Whom): _____

Formal Planning (What Kind, By Whom): _____

Work-Related Training or Experience (Mark all that apply):

- ☐ Job Shadowing
- ☐ Mentoring
- ☐ Job Try-Outs
- ☐ Work Experience (Paid)
- ☐ Work Experience (Unpaid)
- ☐ Community-Based Instruction
- ☐ Classroom-Based Instruction
- ☐ Simulated Work Experience
- ☐ Project Demonstration

SCHOOL-TO-WORK TRANSITION PROGRAMS REVIEW GUIDE (Page 2)

Student Exit Assessment (Yes/No, Describe):

Indicators of Successful Outcome(s):

Post Program Options:

- ☐ Job Placement
- ☐ Further Education:
- ☐ Other (Describe):

Linkages With Other Organizations (Indicate what responsibility they have within the program):

- ☐ Other Agencies or Organizations (List):
- ☐ Business/Industry
- ☐ Community:

Funding Support (Federal, State, Local, Other – Describe):

Unique Characteristics of the Program:

Noted Strengths or Weaknesses:

s there a system to assist students transition to the workplace? (Describe)

Comments or Clarifications:

lame and Telephone Number of Reviewer:

SCHOOL TO WORK TRANSITION PROGRAMS REVIEW GUIDE

PROGRAM TITLE	POPULATION	DESCRIPTION	PRE-REQUISITES	STUDENT SELECTION PROCESS	SERVICE PROVIDERS
1. Alternative vocational training program	17-19 yr. old at risk	HS: 1/2 day voc.ed ; 1/2 academic/GED with pay	At risk: 17 - 19 yr. old; recommend behaviors and progress potential to GED	High school principal and alternative education principal	Giles Co. School; Highlands; Job Placement Services; JTPA
2. State-wide TECH PREP initiatives	Grades 11 - 14	4-year program begins in 11th grade (apprenticeship, associate degree or certificate)	none	none	High schools and community colleges
3. Education initiative	High school students working part time	to encourage students to stay in school	working in a part-time position	none	local business in Pittsylvania Co.
4. Careers in technology	11th-12th grade	wide-based curriculum for vocational students, not just a particular skill	applied academics and concepts in technology	none	none
5. TECH PREP and apprenticeship	none	blending of apprenticeship and TECH PREP	basic classes in technology (9th and 10th grade and/or applied academic classes)	applications reviewed by committee of businesses, education and government leaders make recommendations to the director	all normal services available to a high school student
6. Operation Rescue	14 - 15 year old	prepare for vocational careers by providing pre-employment skills, life-management and academic remediation to decrease dropouts	economically disadvantaged, at risk	JTPA at-risk criteria	school
7. STAR (Students Taking Alternative Routes)	At-risk youth not expected to complete high school	External academic program for at-risk youth who are in danger of dropping out	youth must be at least 16 years old	identify by counselors and principals	the capital area training consortium, Chesterfield Tech
8. Dept. of Rehabilitative Services/JTPA contract, Abingdon area	students with disabilities during terminal year of school	assist disabled youth preparing to exit school and develop understandings of employers needs	eligible for DRS services, terminal year of school and financially eligible, JTPA eligible	referred by DRS counselors to school personnel	coordinated and monitored by DRS
9. CBIP (Community-based instruction program)	18 - 22 severely physically, cognitively and emotional disabled	serve students through combination job skills, assessment, training and activities	18-22 severely, physically, cognitively and emotional disabled	students unsuccessful in classroom	school system, DRS, work source enterprise
10. Planning district #0 transition advisory committee	students eligible for DRS services	vocational assessment, comprehensive transition planning base	school provides special ed students and referrals of non-special ed students	14 - 16 year old school referrals to DRS	DRS
11. Learning Disabilities Project	DRS clients with learning disabilities	program is divided into four phases; evaluation, information dissemination for goal setting/ transition planning, skill building and job search and maintenance	must meet DRS eligibility criteria, client choice, must have a learning disability that limits functional capacities	preferred referral is upon completion of 10th grade, a mutual process between the school, client and DRS counselor	DRS contracts with the Center for Learning potential

BEST COPY AVAILABLE

PROGRAM TITLE	POPULATION	DESCRIPTION	PRE-REQUISITES	STUDENT SELECTION PROCESS	SERVICE PROVIDERS
12. DRS/JTPA	16 and up	increase employability skills, vocational guidance and job-seeking skills	must be a DRS client and JTPA eligible	severely disabled	DRS, school system, mental health, health dept. social services, private industrial council
13. CEWAT (Competitive Employment, Work and Transition)	students with disabilities and are at-risk	develop positive behaviors and attitudes in a community-based work setting	referred by guidance counselor	students in vocational classes and students who can maintain employment	work source enterprises
14. VSO (Vocational Student Organizations	vocational students in middle and high school	leadership training and practice what is taught in classrooms	enrolled in appropriate vocational courses	eligible in membership in VSO	teacher counselor and industry
15. Supervised work experience	251(middle school)	learn by doing	AG science (middle school) AG and mechanics 1 & 2	students select	teachers, employers, counselors and administration
16. Graduate warranty program	all graduates	career skills necessary for success in workplace	referred to the program by employers	none	Hanover Co. Schools
17. Food for America	3rd. grade, Frederick and Winchester Counties	educate to the origin of all food resources	none	3rd grade	none
18. Agriculture in classroom	4th grade expanding to 6th	increase importance of agriculture	none	none	VA Farm Bureau and Federal government
19. Business Education Council	K-12 Winchester and Frederick	close gap between education and work for at-risk youth	school enrollment	total participation encouraged	Chamber of Commerce
20.504 program	disabled LFCC students	accommodations of all students	identified or known to be disabled	students self-refer	504 team
21. Adult Ed YES(Youth Experiencing Success	at-risk high school and adult students	vocational training options and academic courses	no high school diploma	placed or signed by schools	county
22. Agricultural Academy/Festival	535	to become a model school of agricultural incorporating reading, math, science, social studies, etc. 2/1/94 implementation	no	none/all students involved	staff, faculty of VA State University and State Dept. of Agriculture and VA Farm Bureau
23. BRIDGE (Dual Diagnosis MR and ED)	MR with ED	stabilize behaviors that have required Level VI placement (i.e., severe enough that community school placement is no longer possible)	students must be able to follow directions and communicate effectively	student must be able to work along side a job coach or community faculty	Grafton schools
24. JACS (Joint Act and Community Service Inc.)	graduates and drop-outs	to help job corps trainees transition into local productive employment	student must have recently left a job corps training center	job corps notifies the local JACS coordinator	volunteer retirees
25. Dept. of Correctional Ed	1 of 21	enables students to participate in gainful employment prior to returning to the community	age 16, recommended by treatment team, appropriate behavior and classroom performance	students are selected based upon age, behavior and classroom performance	Winn-Dixie, Pizza Hut and Wendy's
26. Work Awareness & Transition (WAT)	middle high, special ed	introduce students to the needs and expectations of the world of work	students must be in special ed program and attend the school where WAT is offered	students referred by teachers or counselors	WAT teacher, IIS, also DRS counselor and job development coordinator
27. Supported work experiences and employment	high school students with disabilities, secondary students in ungraded programs	provide work experience to students, both paid and nonpaid while they are in school	student must be enrolled in special ed programs	job development coordinator; student and/or teacher referral	job placement, job coach, teachers and instructional assistants

BEST COPY AVAILABLE

PROGRAM TITLE	POPULATION	DESCRIPTION	PRE-REQUISITES	STUDENT SELECTION PROCESS	SERVICE PROVIDERS
28. Hotel-Motel Operations	high school students usually 16 years old and older	marketing ed program taught in a hotel location	must be 16 and obtain a work permit, good grades and consent of parent	selected by teacher-coordinators based on students who want and can benefit from the program	students receive assistance in finding appropriate jobs and training for the job
29. Classroom on the Mall	high school students usually 16	marketing ed program taught in a mall location	must be 16 or obtain a work permit and have a definite marketing career objective	selected by teacher coordinators based on students who can benefit most from the program	students receive assistance in finding appropriate jobs
30. Education for employment (EFE)	grades 7-12, disadvantaged and students with disabilities	designed to help disadvantaged students prepare for successful employment	students must be identified as disadvantaged or having a disability	students are selected on the basis of their need for the program	disadvantaged students receive assistance from vocational resource teachers
31. Cooperative education (Coop)	16 years old and may require a work permit	instruction that combines vocational classroom with paid employment - directly related to the classroom instruction	must be enrolled in or planning to enroll in an occupational preparation program	selected by teacher coordinators based on their needs of the program	students received assistance in finding appropriate jobs
32. Work experience cooperative education program(WECEP)	disadvantaged, disabled and 16 years old	was designed to help the disadvantaged students prepare for successful employment	student must be identified as disadvantaged or disabled	students are selected based on their need for the program	disabled students received the full package of services they require; disadvantaged students receive assistance from Vocational Resource teacher
33. Industrial Cooperative Technical Program(ICTP)	eligible seniors/2nd year T&I lab students	provides opportunities for remedial skill training and strengthen technical instructional areas	students must be seniors or 2nd year T&I program	mastered the necessary competencies for program completion	local trade, technical and industrial firms
34. Individual Practical Work Experience off the school site	students in 2nd year of T&I program	designed to allow advance students enrolled in T&I to be released part of the period to gain job experience	student must be in second semester of senior year	students must receive recommendations from trade teacher and approval of school principal	local trade, technical and industrial firms
35. Stonewall Jackson Technology Academy	N/A	to re-examine and re-formulate our view of who the learner is		drop-outs within one calendar year of graduation and JTPA eligible	
36. Youth risk prevention	K-12	drug abuse prevention, early intervention, and education in elementary and secondary schools	alcohol and other drugs prevention education for at-risk students	services and programs are available for all students	teachers, counselors, student-assistants counselors, and DOE technical assistance
37. Career Resource Centers	pre-and-early adolescents	provide up-to-date occupational, educational, and personal social information	personnel and materials for the centers	services and programs are available for all students	all interested students
38. Student apprenticeship	35 seniors involved in apprenticeship	apprenticeship programs in T&I and Business ed	three requirements - 90% attendance, 90% competency, and 90% efficiency in home school	teacher, counselor and administrator	machine shop, cosmetology, food service and business
39. Student apprenticeship program	27	vocational courses	related instruction which deals with students occupation	must have a job	

PROGRAM TITLE	POPULATION	DESCRIPTION	PRE-REQUISITES	STUDENT SELECTION PROCESS	SERVICE PROVIDERS
40 Dept of Labor high School Linkage Apprentice program	5	Cosmetology, woodworking, plumbing and automotive technology	student willingness to participate in program and accept responsibility	personal interview by apprenticeship coordinator, principal, teacher and/or counselor	coordinator conducts on-site visits, school and Dept. of Labor collaboration
41 JTPA 8% state education grant program	youth 17-21 and adults	provide education and training services to eligible JTPA participants	economic disadvantaged and local residence requirement	eligibility determination, pre-test scores, and on-going assessment	service delivery areas, LEA's and private industry counselors
42 Cash Mountain - Career and Academic Skills Help	JTPA - eligible youth between ages 15-16	to remove the word remediation and create a positive image through academic and vocational training	JTPA eligible 15 - 16 who are in need of basic skills	middle school students transitioning to high schools, special emphasis given to target youth who have not passed the passport literacy test	CATC-capital area and Henrico Co public schools

ASSESSMENT	COUNSELING	PLANNING	JOB SHADOW	MENTOR	JOB TRYOUT	PAID WORK	UNPAID WORK	COMMUNITY BASED INSTRUCTION	CLASSROOM BASED INSTRUCTION	SIMULATED WORK EXPERIENCE	PROJECT DEMON-STRATION
1. Giles county and JTPA	Giles county and JTPA	Giles county and JTPA	X		X	X			X	X	
2. Part of Tech-prep program N\A	part of Tech prep program N\A	part of Tech prep program	X	X	X				X	X	
		Chamber of Commerce and county schools				X					
	HS guidance department		X			X		X	X	X	X
Access and placement working group	HS guidance and counseling group	Massanutten Tech Center, Valley Tech Center and Blue Ridge CC				X		X	X		X
School School and unselor	school school and counselor	school individualized plan developed by school and counselors				X			X X		
DRS\LEA	DRS	ITP meetings with school, DRS and other agencies				X					
School; Work urce nterprise	RTCSB; School Psych.	Annual IEP; annual transition meeting			X	X	X	X		X	
0. DRS	DRS and schools	DRS and schools through transition planning	X	X	X	X	X	X	X		X
1. Center for arning otential and RS	Center for learning potential and DRS	schools, DRS, and Center for learning potential							X		
2. DRS\School ystem\PERT\ TPA	DRS\School system	Special Education Advisory Board			X	X	X		X	X	
3. Vocational valuation	public school	school division, WSE and PIC	X		X	X		X		X	

BEST COPY AVAILABLE

ASSESSMENT	COUNSELING	PLANNING	JOB SHADOW	MENTOR	JOB TRYOUT	PAID WORK	UNPAID WORK	COMMUNITY BASED INSTRUCTION	CLASSROOM BASED INSTRUCTION	SIMULATED WORK EXPERIENCE	PROJECT DEMON-STRATION
15. ASVA and SAMS	teacher and guidance counselor	student, teacher, parent and employer				X	X			X	X
16.	school counselor and vocational counselor								X		
17.		principal and teachers									
18. Agriculture awareness and promotion	no	no							X		
19. School personnel	school, counselor and employer		X	X	X			X	X		
20. Qualified professionals	LFCC counselor	IEP	X	X					X		
21.									X		
22. Career exposure to the agriculture field						X			X	X	X
23. Grafton vocational specialist	Individual therapist\Job coach	academic\resident\vocational instructors	X	X				X	X		
24. Volunteers and students	volunteers and students	volunteers and students		X							
25. Reception and diagnostic center	N/A	N/A				X					
26. Informal as part of curriculum; maybe referred for formal assessment	DRS counselor for HS students	WAT teacher, DRS counselor, job placement coordinator, school staff as appropriate	X		X		X			X	
27. supported work experience situational assessment	vocational counselors and teachers, job coach coordinators	vocational coordinators and teachers, job coach coordinator	X		X	X	X	X	X		
28. students are assessed on the job by the teacher coordinator & OJT training sponsor	students are counseled by school guidance, teacher-coord. & OJT sponsor	none identified				X			X		X

BEST COPY AVAILABLE

ASSESSMENT	COUNSELING	PLANNING	JOB SHADOW	MENTOR	JOB TRYOUT	PAID WORK	UNPAID WORK	COMMUNITY BASED INSTRCTION	CLASSROOM BASED INSTRCTION	SIMULATED WORK EXPERIENCE	PROJECT DEMON-STRATIO
29. students are assessed on the job by the teacher-coordinator	counseled by school guidance	none identified				X			X		
30. done within the program by the teacher or guidance counselor	guidance counselor and EFE teacher	guidance does normal planning for all students							X		
31. students are assessed on the job by the teacher-coordinator and OJT	school guidance, teacher coordinator and OJT	none identified					X			X	
32. by the teacher or guidance counselor	guidance counselor and WECEP teacher	guidance				X			X		
33. ICTP coordinator, teachers and guidance	ICTP coordinator and teacher	ICTP coordinator , lab teachers, advisory committee and employers	X		X	X		X	X	X	X
34. teacher	teacher and guidance counselor	teacher, advisory committee and employers	X		X	X	X	X	X	X	X
35. Prince William County schools and JTPA				X		X			X	X	X
36 teachers and counselors.	teachers and counselors	drug act contracts		X					X		X
37. counselor and child study team	school counselor, teacher and school psychologist	guidance department							X		X
38.	school counselor and vocational counselor	educators and business	X	X	X	X	X	X	X	X	
39.	counselor	Dept. of Labor and School	X	X	X	X		X	X	X	

) vocational ssessor - once a ar	counselor and apprenticeship coordinator	Vocational director in cooperation with Dept of Labor	X			X			X		X
SSESSMENT	COUNSELING	PLANNING	JOB SHADOW	MENTOR	JOB TRYOUT	PAID WORK	UNPAID WORK	COMMUNITY BASED INSTRCTION	CLASSROOM BASED INSTRCTION	SIMULATED WORK EXPERIENCE	PROJECT DEMONSTRATION
. Local ucation encies	on-site by skill center staff	individual service plan for each participant					X		X	X	
vocational unselor	vocational counselor	individual service plan for each participant				X			X		

EXIT ASSESS	OUTCOMES	POST P.OPTIONS	OTHER	BUSINESS	COMMUNITY	FUNDING	UNIQUE	STRENGTHS	WEAKNESSES	SYSTEM
1. TABE	GED work or post-secondary	employment, further ed and GED	JTPA	worksites	no	JTPA, Giles county	characteristics cooperation with JTPA	1. an option for older youth. 2. work and GED preparation	1. limited slots. 2. 1 year laugth	assist to workplace; employability skills training and job placement in JTPA
2. Encouraged	job placement	job placement	Dept. of ED	Va. Dept. of Labor and Industry partnership with school and business industry advisory board	VCCS	Title III, part E Carl D. Perkins Act 1990				
3	staying in school and maintaining grade level	job placement and further ed				Chamber of Commerce	business community in partnership			
4. Being developed		job placement and further ed				normal funding				
5. Being established by a consultant		job placement and further ed	public school and Blue Ridge CC	business advisory board		standard funding $30,000 grant	1st program of youth apprenticeship with Tech prep			all kinds of help to move child from school-to-work or school-to-school
6	competency attainment	further ed				JTPA and school board	early intervention		preparation transition to voc tech system	
7. Practice GED test must exit at score above 45, then forward to GED	completed and secured GED and completed voc program	job placement and further ed	none except those requiring assistance		contact with parents	JTPA local funds	advance at own pace, set realistic goals, small groups and individual instruction	opportunity to meet success in academics and one-on-one contact	inability to schedule youth 16-17 for actual GED. Unclear rules on GED testing	system not well defined could improve as part of IEP
8. Follow along 60 days prior to DRS closure	students retained as employees after completion of services	job placement and further ed	JTPA, VES and CSB'S			DRS-80% FED, 20% STATE, DRS-JTPA contract 100% FED	services directly impacting students while enrolled in school	results measured in real work		
9.										
10. Rehab counselor follows student to successful post-secondary outcomes	independence and successful on the job	job placement and further ed, counseling and guidance	CSB,SS,VEC,DSS and Health Dept	local private industry council	service clubs and churches	JTPA; DRS 80\20 FED\STATE and supported employment funds	Dir. of Special Ed serves on the advisory committee, CSB, DRS, DSS, SS	enrollment of school personnel		yes through DRS, DSS, VEC and other organizations
11 Question-naire annually	students successfully employed	job placement and further ed	work with local schools	job related accommodations	awareness training for community	Fed and State mix	linkages\collaboration with schools		limited geographic scope	yes, via DRS

EXIT ASSESS	OUTCOMES	POST P.OPTIONS	OTHER	BUSINESS	COMMUNITY	FUNDING	UNIQUE	STRENGTHS	WEAKNESSES	SYSTEM
12. NO	employers evaluation report, 26 closures	job placement and further ed, supported employment	JTPA	local business and industry	social services, mental health agencies and Mt. Rogers	DRS-State of VA, JTPA-PIC	only students with disabilities	team with school system. Model program in Smyth Co.		at 16 transition team unique to each student
13. Yes, PIC requires	remain in school to earn regular diploma	depends on educational need of each student	DRS	provide employment	multiple agencies provide support	JTPA(PIC), local school funding and YES funds	competitive wage job support to meet community employment standards	career training while working, opportunity to develop	sacrifice quality for quantity	school system and DRS support
14. No	local state and national activities	job placement and further ed	provide judges for competitive work	yes		federal, state and local	hands-on experience	bring real meaning to students		workshops to prepare resume
15. yes, TAP test	increase competency level and successful employment	job placement and further ed	VA Dept. of Forestry, VA State Univ. and Co-op extension	Farm Bureau and Southern states		local	learn-by-doing and transition skills	team concept and ed partnership		yes, teachers, parents and employers
16. Yes, by former students and employers	employer satisfaction			refer students to program		local	collaboration with business and school			no. Students return to this program from the workplace. good public skills for students in communication not really appropriate for 4th graders micro-management of student transition still under development
17. No	letters from students and teachers				support	supplies and materials paid by Hort. dept.	13 years of success, 800-1000 students per year			
18. None	no formal instrument	further ed	Dept. of Ed and Dept. of Ag			non-profit organization	major AG curriculum for 9th graders paid directo.	appreciation for AG and has a FT coordinator		
19. Gainful employment and academic success	non-specific, general in scope	job placement and further ed	VEC and Lord Fairfax CC		Chamber members	initial fed and continuing local		community support, dir. recent school superintendent		
20. Team student conference	goals and objective success	Dept. Rehab				none	multidisciplinary team	on campus learning assistance center	no administrative commitment, inadequate co-op	
21.	complete tests in different areas	job placement and further ed, students co-op	links with community			normal	flexibility	not special ed program		yes

BEST COPY AVAILABLE

EXIT ASSESS	OUTCOMES	POST P.OPTIONS	OTHER	BUSINESS	COMMUNITY	FUNDING	UNIQUE	STRENGTHS	WEAKNESSES	SYSTEM
22. N\A	N\A	further ed	Farm Bureau and VA Dept. of AG	maybe	VA State Univ.	local	inner children exposed to AG and opportunities to interact with AG community			
23. Student, job coach and work-site supervisor	recommendation of student by placement site	job placement and further ed	none	Grafton voc ed	Grafton voc ed	home school of student	able to help taylor job to the community		difficult to locate entry level positions	job coach always with student
24. Student option to use JACS	no feedback	guide students to find jobs	all possible agencies open to citizenry	no funds, all volunteers	follow-up with personal contact	cognitive and effective support, student make choice of length of contract	no training or volunteers	only as mentor or counselor		
25. Yes, counselor via questionnaire	students keeping their jobs for the time on work release, students being placed in permanent jobs	job placement	Dept. of Youth and Family Services	local businesses provide employment	N/A	state	provides paid work experience for incarcerated youth	work experience and self-esteem	jobs are limited to mainly fast-food jobs	
26. Final progress report and final end of the year report	annual survey of special ed grads, tentative career goals	job placement if appropriate and further ed based on next steps	DRS for older HS students-intake completed, students become clients	non paid work experiences for HS students supervised on-site business employees	travel training on public transportation, visits to community services in some cases	local LEA funded	students participate in in-depth career exploration, personal awareness and on-the-job behaviors	hands-on production and sales of projects support not only student achievement, but also staff perceptions of students	instructional assistants would allow for more community participation of students; community-based classroom would be even better	when students exit WAT, WAT teacher writes new ITP to share with school staff and parents
27. job placement-employer evaluation and job coach	annual survey of special ed graduates	job placement, further ed and additional supported work experiences	supported work experiences, DRS & CSB-MR link with students	employer and employees involved with many students		local LEA funded	a continuum of support is provided to students so they will have the opportunity for meaningful work experience	support is available to all students	need assistant for job coach coordinator to facilitate supervision of job coaches	job development coordinates follow-up on students after job coach leaves and students transition to paid employment
28. none usually	students receive evaluations from teacher & OJT	job placement & further ed		closely linked to the local hospitality business		may be supported with Carl Perkins funding	classroom instruction is located in a hotel		recruiting and selection of students is difficult	in the Va. Beach program students are required to be employed with a hotel

29. none usually	evaluations from training sponsors	job placement & further ed		closely linked to small merchants		may be supported with Carl Perkins funding	classroom instruction located in the mall		marketing ed teachers are suspicious of stealing their students	students often remain employed after graduation
30. none other than required of all students in a school		some programs give students an option to advance to the WECEP program	curriculum adapted to meet requirements of the JTPA			often funded by JTPA	alternative methods of instruction to meet the needs and interests of the students		the major weaknesses is in those programs that are funded through JTPA	the only assistance the student receives is from the teacher
31. none usually, some programs standardized tests	evaluations from training sponsors	job placement and post secondary ed		they provide the worksite, training and evaluation		Carl Perkins funds can be used to support coop programs	this program is a real school-business partnership	the programs are as good as the teacher coordinators	administrators fail to see the amount of time required to coordinate a coop program	none is required
32. none		job placement		businesses participate in training and evaluating		Carl Perkins	alternative methods of instruction most built around work situations		finding employers willing to work with WECEP students	WECEP teacher seeks to place student on jobs that are related to occupational interests
33. employer, lab teachers and ICTP assessment	on course grades, job placement and enrollment in further training	job placement, further ed. and military service		advisory council assists with program planning		federal, state and local	not enough qualified student for job openings	close working relationship and this is the only program of its kin in Va.	not enough qualified students for job openings	yes! the program is for that purpose
34. yes! lab teacher and workplace supervisor	course grades and enrollment in further training	job placement, further ed. and military service		advisory committee assists with program operation and evaluation		federal, state and local	students find employment commensurate with their training	low cost to the school and employer		yes! the program is for that purpose
35.		job placement and further ed.						paid work experience plus classroom credits		
36.	pre-post evaluation instruments	treatment referral program	CBS's health department and Mental Health agencies	sponsorship of drug free events	CADRE, CBS's and Church	federal and local	prevention focus for targeted population	federal support	limited scope	support groups which serve as a system that helps students in transition
37. collect data and feedback from students and their parents	student, parent	career information and exploration	provide materials and other resources			local , state and federal	centralized place where students can secure relevant career information	accessibility	vocational assessment	

BEST COPY AVAILABLE

38. not enough personnel		job placement, further ed. and military	employers	100% partnership	local government	all	several programs are being replicated by other LEA's	business collaboration with community	BRCC unwillingness to develop tech-prep	instructors, counselor and administrator assist with job placement
39. info is N/A	job placement and further ed.	job placement, further ed. and military	Dep. of Labor and Industry	20 different employers		federal and local	linkage between secondary and postsecondary learning	students are ready to attend classes at the community college		college classes are set up for the students
40. school officials determine whether or not student has skills to go on to further education	on-the-job success by students, school and employer collaboration	job placement, further ed and Wytheville Comm. College and some students continue with apprenticeship program	strong role by Dept. of Labor	if economy is good employers are willing to employ apprentices		program is not expensive for the school because employers pay students	one of a few school systems within the region	build student's self-esteem and instrumental in drop-out prevention		coordinator assists students in placement
41. yes, post-test in ed programs	enter unsubsidized employment and complete major level of education	job placement and further ed	GED-JTPA	local private industry councils		JTPA 8% set aside, and JTPA 78% II-A funds	most programs utilize CAI programs for basic skills	can upgrade basic skills and work on vocational training at same location	training limited to what is available locally	each skill center provides placement services to clients
42. yes, post test (TABE)	return to school and complete basic skills competency	further ed and proficient in jobs specific competencies	CATC local JTPA oversight and US Dept. of Ag	Signet Bank		JTPA II-B funds summer youth	three companies make up cash mountain and students also earn money through profit sharing	innovative programs teaches basic skills and vocational skills		

BEST COPY AVAILABLE